**Contract 4**

**Contract reference:** CSEC (SEND) 16-17/04

**Contract title:** Contract to provide support for children and young people with dyslexia and other specific learning difficulties.

**Contact Details**:

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**Background and description of the services required**

On 1 September 2014, Part 3 of the Children and Families Act 2014 took effect, offering simpler, improved and more consistent help for children and young people in England with special educational needs and disabilities (SEND).

The new system is:

* replacing statements of SEN and learning disability assessments with Education, Health and Care (EHC) plans - setting out in one place all the support families will receive;
* requiring councils to publish a ‘local offer’ showing the support available in the area to all children and young people who have disabilities or SEN;
* requiring better co-operation between councils and health services to make sure services for children and young people with SEN and disabilities are jointly planned and commissioned;
* giving parents and young people with EHC plans the offer of a personal budget;
* introducing mediation for disputes; and
* introducing a legal right for children and young people with an EHC plan to express a preference for state academies, free schools and further education colleges.

On 26 January 2016, the Children’s Minister Edward Timpson, announced a package of additional support for implementation of the SEND reforms in England during 2016-17. This included:

* £35.8 million in [implementation funding for local authorities in 2016 to 2017](https://www.gov.uk/government/publications/send-reform-funding-for-local-authorities-2016-to-2017), recognising the additional duties placed on them as a result of the transition to EHC plans
* £27.3 million for the [Family Fund Trust](http://www.familyfund.org.uk/) to support low income families with disabled children
* £15 million to fund the [independent supporters programme](http://councilfordisabledchildren.org.uk/independentsupport), helping to support families and young people to navigate the system, and creating positive experiences for them
* £2.3 million for [Parent Carer Forums](http://www.nnpcf.org.uk/), which bring parents together to provide invaluable support and advice for families

To complement this programme of delivery support, the Government is now seeking applications for a new contract in 2016-17 to provide support for children and young people with dyslexia and other specific learning difficulties.

A summary of the key requirements for this contract is provided at Annex A. Further information is contained within the Invitation to Tender documentation.

To request a copy of the documentation, please e mail the contracts mailbox at: [SENDcontracts2016-17@education.gsi.gov.uk](mailto:SENDcontracts2016-17@education.gsi.gov.uk), quoting the contract title and reference number above. In the subject line of your e mail, please include the words ‘Request for ITT documentation’.

**Estimated Contract Start Date (subject to change): 25 April 2016**

**Contract End Date:** 31 March 2017

**Estimated value or range of values**:

The maximum estimated value of the contract covered by this notification is up to £750k inclusive of VAT.

**Deadline for receipt of tenders (time and date)**:

Three hard copies of all completed tenders must be received by Angela Overington no later than 10.00am on 21 March 2016 at:

The Department for Education

0-25 SEND Unit

Level 1, Sanctuary Buildings

Great Smith Street

London SW1P 3BT

An electronic PDF version must also be submitted no later than 10.00am on

21 March 2016 to the contracts mailbox at:

[**Contracts2016-17.SEND@education.gsi.gov.uk**](mailto:Contracts2016-17.SEND@education.gsi.gov.uk).

**Attachments**

At Annex A are some of the key contract requirements for this tender.

**Whether suitable for SMEs**: Yes

**Whether suitable for VCS**: Yes

**Any other info**:

There may be an option to extend this contract for a second year depending on the contractor’s performance, the availability of funds and an ongoing need for the services provided.

**The estimated date for award of this contract is 21** April 2016.

**Annex A: Key Contract Requirements**

**Contract 04: CSEC (SEND) 16-17/04: Dyslexia specialist support**

**1.1 Contract Requirement 1 – helping to equip the school workforce to deliver quality teaching and SEN support for pupils with dyslexia and other specific learning difficulties**

Background

As part of reforming the wider SEND system, we are seeking to improve support for pupils with dyslexia and other specific learning difficulties through a clear focus on literacy (particularly phonics). We are also looking to provide additional support and training for professionals working with children and young people with dyslexia and other specific learning difficulties.

The benefits of early identification for developmental dyslexia are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person (as evidenced in a number of reports/research articles, including the recent article by Thompson et al in the 2015 Journal of Child Psychology and Psychiatry). As a result, we would like the contractor to place a particular focus on helping the workforce in primary schools.

Children with literacy difficulties should be receiving good quality, evidence-based teaching from their school. Those teaching them should be adapting their teaching to individual needs and putting time into engagement with individual pupils and parents. In an increasingly autonomous school system, it is vital that contractors work within a school-led system and engage teaching schools, system leaders, Academy Trusts and other school-led bodies in delivering support for children and young people with dyslexia and other specific learning difficulties in schools.

Knowledge

The contractor must be able to demonstrate their:

* understanding of the challenges that schools face in delivering support for children with SEND, and particularly those with dyslexia and other specific learning difficulties
* overall understanding of the aims of the SEND reforms
* knowledge of what works in schools to support those with dyslexia and other specific learning difficulties.
* It is essential that contractors are aware of what support is already available to schools and where the gaps in support may be, as well as the particular issues that schools have raised during the first 18 months of implementation of the reforms.

We would like the successful bidder to:

* Build on existing knowledge of the challenges and solutions in delivering support to professionals working in schools with children with dyslexia and other specific learning difficulties.
* Further develop evidence-based teaching methods to improve the outcomes of these children and young people with SEND, linking to Education Endowment Foundation and other ‘what works’ centres.
* Enhance teachers’ knowledge, understanding and skills in identifying and supporting pupils with dyslexia and other specific learning difficulties.
* Provide training for staff in schools to ensure that they are able to identify and respond to the needs of children with dyslexia and other specific learning difficulties from an early age. The bidder should specify how many professionals they aim to reach in schools, and their proposed split across the primary and secondary workforce. We will look for bidders to provide training that is innovative, cost effective and will reach a wide audience. We are also looking for training that is sustainable and can easily be cascaded to others, to enhance the reach of the programme (a ‘train the trainer’ approach).
* Work effectively with partners who are already delivering support to schools on wider SEND issues or who will be delivering support through future contracts.
* Work closely with other Departmental delivery partners that focus on other specific types of SEND, in order to develop a menu of support for schools when expert training and development is needed.

The bidder should demonstrate:

* How they understand the evidence from the first 18 months of the reforms, and how they will use this to understand the potential gaps in support for children and young people with dyslexia.
* How they understand the evidence from the first 18 months of the reforms, and how they will use this to understand the potential gaps in support for children and young people with other specific learning difficulties.
* How they understand the evidence of what works for pupils with dyslexia in schools, and how this evidence will be used to inform the contract.
* How they understand the evidence of what works for pupils with other specific learning difficulties in schools, and how this evidence will be used to inform the contract.
* How they will provide effective training for teachers and support staff in identifying and supporting children with dyslexia and other specific learning difficulties.
* How they will maximise the impact of the training that they provide, for example by enabling those trained to pass on the learning within their schools.
* How they will develop existing training materials and make these available to teachers and support staff to support their CPD.
* How they will work with organisations that represent other common forms of SEND (for example autism or speech, language and communication difficulties) to draw on their expertise and ensure joined-up working across co-occurring difficulties.
* How they will work with departmental delivery partners delivering overall support on SEND to the school workforce to help schools access CPD in relation to dyslexia and other specific learning difficulties in a coherent way, which is joined up with support for other specific types of SEND.
* How they will evaluate the effectiveness and measure the impact of the training they provide.

**1.2 Contract Requirement 2 – helping to equip the post-16 workforce to deliver effective and evidence-based SEN support for pupils with dyslexia and other specific learning difficulties**

Background

Young people with literacy difficulties should be receiving good quality, evidence-based teaching from their post-16 provider. Those teaching them should be adapting their teaching to individual needs and putting time into engagement with individual pupils.

It is important to recognise that dyslexia and other specific learning difficulties can be identified at any age and the right support put in place to help the individual child or young person. In post-16 institutions the focus is on strategies to support dyslexic students, however staff should also know how to identify young people with dyslexia or other specific learning difficulties that haven’t already been identified.

Knowledge

The contractor must be able to demonstrate their:

* understanding of the challenges that post-16 providers face in delivering support for young people with SEND
* overall understanding of the aims of the SEND reforms
* knowledge of what works in post-16 providers in supporting those with dyslexia and other specific learning difficulties

It is essential that contractors are aware of what support is already available to post-16 providers and where the gaps in support may be, as well as the particular issues that schools and post-16 providers have raised during the first 18 months of implementation of the reforms.

We would like the successful bidder to:

* Build on existing knowledge of the challenges and solutions in delivering support to professionals working with young people with dyslexia and other specific learning difficulties in the post-16 environment.
* Further develop evidence-based teaching methods to improve the outcomes of these young people with SEND, linking to broader FE programmes.
* Enhance post-16 providers’ knowledge, understanding and skills in identifying and supporting students with dyslexia and other specific learning difficulties.
* Provide training for staff in post-16 providers (contractor should specify how many professionals they aim to reach in post-16 institutions) to ensure that they are able to identify and respond to the needs of young people with dyslexia and other specific learning difficulties; we will look for bidders to provide training that is innovative, cost effective and will reach a wide audience. We are also looking for training that is sustainable and can easily be cascaded to others, to enhance the reach of the programme (a ‘train the trainer’ approach).
* Work effectively with partners who are already delivering support to post-16 providers or who will be delivering support through future contracts.

The bidder should demonstrate:

* How they understand the evidence from the first 18 months of the reforms, and how they will use this to understand the potential gaps in support for young people with dyslexia.
* How they understand the evidence from the first 18 months of the reforms, and how they will use this to understand the potential gaps in support for young people with other specific learning difficulties.
* How they understand the evidence of what works for students with dyslexia in post-16 organisations, and how this evidence will be used to inform the contract.
* How they understand the evidence of what works for students with other specific learning difficulties in post-16 organisations, and how this evidence will be used to inform the contract.
* How they will provide effective training for post-16 providers, including tutors and support staff, in identifying and supporting young people with dyslexia and other specific learning difficulties.
* How they will maximise the impact of the training that they provide, for example by enabling those trained to pass on the learning within their own and other post-16 institutions.
* How they will develop existing training materials and make these available to post-16 lecturers and support staff to support their CPD.
* How they will work with organisations that represent other common forms of SEND (for example autism or speech, language and communication difficulties) to draw on their expertise and ensure joined-up working across co-occurring difficulties.
* How they will work with departmental delivery partners delivering overall support on SEND to the post-16 workforce to help post-16 providers access CPD in relation to dyslexia and other specific learning difficulties in a coherent way, which is joined up with support for other specific types of SEND.
* How they will evaluate the effectiveness and measure the impact of the training they provide.

**1.3 Contract Requirement 3 – embedding support materials and sharing evidence based good practice with parents and carers and professionals to ensure effective and appropriate support for learners with dyslexia and other specific learning difficulties.**

Introduction

A focus on SEN and the drive to improve outcomes is at the heart of our programme to support the school and post-16 workforce. It is important that professionals working with children that are identified as having, or are showing signs of dyslexia and other specific learning difficulties are aware of the evidence-based materials and other support that is available to meet the needs of their pupils. We also want to ensure that parents and carers have access to materials to help support their children with their learning, alongside teachers, tutors and support staff.

Sharing evidence based good practice will give teachers and post-16 tutors the opportunity to design and implement appropriate support for the children in their own classrooms with dyslexia and other specific learning difficulties.

We would like the successful bidder to:

* help teachers and post-16 tutors access the practical support they need to identify triggers that constitute dyslexia and other specific learning difficulties.
* ensure that teachers, post-16 providers and support staff are aware of the dyslexia support materials and other support that is available and how to access these;
* ensure that resources are widely used by teachers, post-16 providers and support staff;
* ensure that parents, carers, children and young people are also aware of the materials and other support that is available to them and how to access it;
* disseminate innovative and evidence based good practice and bring awareness of dyslexia friendly teaching methods to teachers, post-16 providers and support staff working with children with dyslexia and other specific learning difficulties.
* Build the evidence base, with a focus on impact.

The bidder should demonstrate:

* How they will build on existing evidence-based good practice, and ensure it is accessible, including signposting groups and individuals to more specialist resources, in particular when parents, carers, teachers and post-16 tutors first become aware of an individual child or young person’s dyslexia or other specific learning difficulty.
* How they will define what constitutes good practice to support children and young people with dyslexia and other specific learning difficulties.
* How they will engage with a range of stakeholders to ensure that advice and support are based on the latest and best evidence of effective practice in dyslexia and other specific learning difficulties.
* How they will map materials which can be promoted to a range of audiences, including teachers, post-16 tutors, support staff, parents, carers, children and young people.
* How they will quality assure these materials, including how they will ensure that the good practice that is shared is based on robust evidence.
* How they will evaluate the effectiveness and measure the impact of good practice materials.
* How they will ensure that teachers, post-16 tutors, support staff, parents and carers know where to find other forms of support for young people with dyslexia and other specific learning difficulties.
* How they will seek out and write up good practice case studies.
* How they will share the skills and expertise of dyslexia specialist teachers and tutors.
* How they will identify and celebrate dyslexia friendly schools and post-16 institutions and enable them to share best practice with others.
* How they will ensure they reach their target audience(s).
* How they will work with existing resource hubs (including the SEND gateway) and good practice, to avoid duplication.
* How they will ensure that support for children and young people with dyslexia and other specific learning difficulties is included in local authorities’ Local Offers.